

Inspection of Newent Early Years

Bradfords Lane, Newent GL18 1QT

Inspection date: 16 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff provide an exceptionally welcoming and attractive learning environment for children, with a very homely feel which parents recognise and comment positively about. Staff speak to children in an extremely caring way and teach children to think of others and respect the environment as they play together. This inspires the children to behave extremely well. For instance, young children engrossed in reading a book, kindly made space for an older child to join them in their story without prompt from staff. Children are very curious, enthusiastic and eager to explore. They persevere as they work through any difficulties, not giving up until they achieve their goals. For example, children take turns to cut up a whole cabbage with scissors. They decide independently what to create with the chopped cabbage, using twigs of rosemary, dried pasta and dough to make models, showing great pride in their creations. Children are strong communicators and are confident in managing their self-care. They develop mathematical skills well. Young children count in order and older children sort items, recognise numerals and match pairs. Children use books independently and enjoy whole-group stories, listening and engaging well. They recognise their names and explain what signs mean, such as visual clues of activities on the 'now and next' board. Children gain the skills and attitudes needed for their eventual move to school.

What does the early years setting do well and what does it need to do better?

- Children have freedom to develop their natural curiosity and to explore their surroundings, where a wealth of exciting resources are within reach. Children readily make choices and lead their own play. They are well-motivated, and even new children eagerly engage in new learning experiences across all areas of the curriculum. However, occasionally, staff miss opportunities for children to strengthen their interest in information and communication technology to support their developing skills.
- Extending children's vocabulary is a key focus in the curriculum. Staff encourage children to talk about how they feel and discuss what they are learning. Staff plan activities well to nurture children's appreciation of their own and other's feelings. Consequently, as children play, and during circle time activities, they show respect and wait their turn to speak.
- Managers are ambitious and have high expectations for high-quality care to be consistently offered to the children and their families. For example, the manager has put plans in place to improve the focus of children's next steps as staff reflect on a new way of working that enables them to plan 'in the moment' to support children's learning. Staff involve parents and children in the evaluation process regularly and value all suggestions, such as developing a lending library of books and games to help parents encourage children's learning at home.
- Children have many opportunities to be active, gain balancing and climbing

skills, and understand the importance of exercise. They choose activities according to their preferences, such as mastering how to push and pedal a variety of vehicles, to develop their physical skills outside. Older children learn to have consideration for the needs of others and younger children are highly disciplined in their play.

- Children gain a good awareness of safe and healthy practices. For instance, they know that they wash their hands to get rid of germs before snack and understand why they should not put toys in their mouth.
- Partnership working with parents is strong. Staff share daily information with parents via the online communication system and through discussions and conversations. Parents express their utmost satisfaction with the pre-school. They describe how settled and happy their children are. Parents say the staff are 'amazing' and 'go above and beyond for children and the whole family'.
- The monitoring of staff practice throughout the pre-school is consistently good. However, the manager has not fully embedded all opportunities to help staff raise the quality of teaching to the highest level. At times, some staff do not recognise opportunities that arise to challenge and extend children's individual abilities and interests, particularly the youngest, in order to help ensure they make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

Managers follow robust recruitment and induction procedures to ensure that suitable staff care for the children. Leaders and staff fully understand the procedures to follow should they have a concern about a child's welfare. Staff complete thorough risk assessments to provide a safe and secure environment for children and very effectively help teach children how to manage their own safety. For example, staff reviewed and discussed with children the new 'lock down' procedure in case of an emergency.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- broaden the range of opportunities to extend children's developing skills and understanding in information and communication technology further
- build on the existing opportunities for staff to reflect on their own and each other's practice, to help improve teaching and learning even further and drive the quality of teaching to a higher level.

Setting details

Unique reference number	EY550247
Local authority	Gloucestershire
Inspection number	10111209
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	24
Number of children on roll	34
Name of registered person	Newent Early Years Ltd
Registered person unique reference number	RP550246
Telephone number	01531822745
Date of previous inspection	Not applicable

Information about this early years setting

Newent Early Years registered in August 2017. It is based in Newent, Gloucestershire. The setting is open from 8am to 4pm, Monday, Wednesday and Thursday, and from 8am to 3pm, Tuesday and Friday, term time only. The setting employs five staff who work directly with the children. One of the owners, who is the manager, holds early years professional status and four other staff hold relevant qualifications at level 3. The nursery receives funding for the provision of free early education for children aged two, three and four years. A holiday club may run if there are sufficient numbers.

Information about this inspection

Inspector
Jan Harvey

Inspection activities

- The inspector observed staff interactions with children in play activities, indoors and outdoors, and looked at the available resources.
- The inspector held discussions with the manager, staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, the planning documentation, and the systems for the monitoring of children's progress.
- The inspector held a meeting with the two owners. The inspector checked evidence of suitability and qualifications of staff working with children, the policies and procedures for the pre-school, and self-evaluation.
- The inspector completed a joint observation with the manager.
- The inspector took account of the views of several parents spoken to on the day of the inspection along with written testimonials.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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